

Abstract 699

TITLE: Substance Abuse & HIV Prevention: CSAP Faculty Development Program:
Faculty Developing People, Programs. Products and Policies for Integrated Service
Delivery

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ISSUE: Improve the scope and quality of substance abuse prevention, and even HIV prevention training in professional school offering doctoral level training through the application of the Faculty Development Program (FDP) Model. The FDP model is a successful approach to assure that substance abuse, as well as HIV education, and prevention are integral knowledge and skills for the health profession.

SETTING: School of Public Health and Residency Training Programs in Preventive Medicine in association with professional School of Medicine, Osteopathy, Nursing, Dentistry, Social Work, & University Dept. Psychology.

PROJECT: The FDP impacts institutions and communities on a variety of levels:

1. Enhance faculty knowledge, attitudes and clinical skills, as well as expand their research and teaching expertise.
2. Raise awareness of alcohol, tobacco, and other drugs uses along with HIV and other related problems, stimulate development of policies and protocols to address these issues
3. Enhance student 's knowledge, attitudes and clinical skills
4. Conduct outreach, building advocacy, and forging partnerships between faculty, institutions and communities
5. Improve the overall quality of care for patients with substance abuse disorders, risky behavior, and engage patients in prevention strategies.

RESULTS: Since its inception in 1989, the FDP has supported more than 360 faculty members, and provided numerous opportunities for professional growth and development. The program has effectively engaged, mobilized and impacted health care providers and patients, and has forged relationships that link the university and the community to implement culturally competent and scientifically based prevention strategies.

LESSONS LEARNED: FDP has proven that it is more effective to integrate substance abuse prevention and even HIV prevention into all aspects of training within a discipline than to have a stand-alone curriculum. Community linkages to facilitate the rapid application of substance abuse prevention strategies along with HIV strategies in community programs were most easily established when fellows had existing relationships with this program. The symbiotic bond created by these relationships compels faculty and their colleagues to pursue research projects based on their experiences in the community and are reflective of the actual, not perceived, need. The linkages create a bridge for the two-way transfer of science-based knowledge and information on community need that can lead to the adoption of more appropriate community substance abuse and HIV prevention strategies.

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